Job Task Analysis Report

EARLY CHILDHOOD EDUCATOR, SENIOR EDUCATOR (0-5 YEARS)

City of KINGSTON

VERSION:	**V2 – 31.01.24**
DEPARTMENT:	**Family and Children's Centres**
PREPARED BY:	**PACE Health Management** **Team Leader Family Children's Centres** **Senior Coordinator** **Early Years Coordinator** **Diploma Qualified Early Years Educator (HSR)** **Early Years Educator (HSR)** **Kindergarten Teacher** **Team Leader Health & Safety** **Health & Safety Officer**
WORK SCHEDULE:	**Opening hours are between 6:45am - 6:15pm.** **8 hour shift. After hours meetings as required.** **Casual employment available.**
LOCATION/S ANALYSIS UNDERTAKEN:	**Edithvale Early Childhood Centre**

Organisation specified objectives of this analysis	Functional Task Analysis Pre-Employment Functional Screening Assessment Creation
Task Modifications Available - Physical	Nil
Task Modifications Available – Cognitive	Ability to work independently Ability to work in teams Remote support (EAP & Wellbeing page)
Task Modifications Available Environmental	Ability to rotate work within facilities, if possible with service delivery
Most prevalent workplace injuries:	Refer to Occupational Health and Safety Manager for relevant reports.
Most prevalent workplace injury incidents/tasks:	Refer to Occupational Health and Safety Manager for relevant reports.
Description and primary purpose of role:	The Early Childhood Educator is responsible for providing everyday care needs and to support the development of children between the ages of 0 to 5 years. The responsibilities of the Early Childhood Educator can include but is not limited to the following: Assisting with feeding; Observations; Nappy changing; Group facilitation; Facilitating play; Facilitation interactions; Liaising with parents and family members; Activities which include: Arts and craft; Reading; Building; Outside play; Meetings once a month and once a term.

ENVIRONMENTAL FACTORS	Description
Temperature	Indoor controlled temperature Outdoors – weather permitting. If there is a severe weather warning from the Bureau of Meteorology outside play is ceased.
Noise (e.g could not hear a person talking from 1 metre away/unable to concentrate on task)	Not Applicable
Vibration	Not Applicable
Personal Protective Equipment	Hand sanitising as required, Gloves
Machinery/Tools	Not Applicable
Uneven Terrain	Work is mostly performed on level flooring with some uneven terrain located in outside play area.
Wet/Slippery	Wet area can include outside play area, bathroom, water play area and in the kitchen.
Insufficient lighting/Glare	Not applicable

PACE Ratings:

Manual Handling Physical Demand Rating Classification Guide:

Physical Demand Rating	Tick	Weight/Force Exerted to push or pull items.	Weight Lifted or carried
Sedentary		Exerting less than 4.5 kg of force occasionally, negligible force to push objects needed to push or pull objects.	>4.5 kg occasionally, 1-3 kilograms frequently to lift or carry objects.
Light		Exerting up to 9 kilograms occasionally and 4.5 kilograms frequently or negligible amounts of force constantly to push or pull objects.	Exerting 4.5-9 kg occasionally, 3-4.5kilograms frequently to lift or carry objects.
Medium		Exerting up to 9-23 kilograms occasionally and or 4.5-11 kilograms frequently or 4.5kg force constantly to push or pull objects.	>9-15 kg occasionally, 4.5 -11kg frequently to lift or carry objects.
Heavy	✓	Exerting up to 23-45 kilograms occasionally and or 11-23 kilograms frequently or 4.5kg force constantly to push or pull objects.	>15-20 kg occasionally, 11-16kg frequently to lift or carry objects.
Very Heavy		Exerting up to >45 kilograms occasionally and or >23 kilograms frequently or 9kg force constantly to push or pull objects.	20kg+ occasionally, 16+ kg frequently to lift or carry objects

Cardiovascular Physical Demand Rating Classification Guide:

Physical Demand Rating	Tick	Cardiovascular Demand
Sedentary		A role predominantly involving sitting with occasional standing and walking. Low level force and slow movements required occasionally. Heart Rate <40% maximal Heart Rate or 4/10 effort
Light		A role involving frequent standing or walking with occasional bouts of sitting. Physical tasks in this role are light in nature, completed at a slow pace and could be sustained throughout the working day without noticeable increase in breathing rate or levels of exertion. Heart Rate 40-55% maximal Heart Rate or 4-5.5/10 effort
Medium	✓	A role involving frequent to constant walking and standing with occasional bouts of sitting. Some physical tasks in the role are light to moderate in nature, completed at a moderate pace and could not be sustained for periods of greater than 20 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate but is still able to say a sentence before requiring to take a breath. Heart Rate 55-70% maximal Heart Rate or 5.5-7/10 effort
Heavy		A role involving frequent to constant walking and standing with rare bouts of sitting. Most physical tasks in the role are moderate to heavy in nature, completed at a moderate to fast pace and could not be sustained for periods of greater than 10 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate and will require to take a breath every few words. Heart Rate 70-90% maximal Heart Rate or 7-9/10 effort
Very Heavy		A role involving frequent to constant walking and standing with rare bouts of sitting. Most physical tasks in the role are heavy in nature, completed at a fast pace and could not be sustained for periods of greater than 5 minutes at a time, the participant will have a noticeable increase in breathing and exertion rate and will be puffing and panting. The heavy work may be interspersed with short periods of rest. Heart Rate >70% maximal Heart Rate or 9+/10 effort

HEALTH MONITORING CONSIDERATIONS

CRITERIA	YES / NO
Exposure to hazardous noise	**NO**
Exposure to manual handling as part of normal activities	**YES**
Exposure to hazardous chemicals	**NO**
Exposure to hazardous manual handling	**YES**
Exposure to biological waste	**YES**

HAZARDOUS MANUAL HANDLING

MANUAL HANDLING TASKS ARE ASSESSED IN ACCORDANCE WITH THE WORKSAFE VICTORIA COMPLIANCE CODE: HAZARDOUS MANUAL HANDLING. USE THIS CHECKLIST TO IDENTIFY IF A MANUAL HANDLING TASK IS CONSIDERED AS HAZARDOUS. IF ANY BOXES ARE SELECTED, THE TASK INVOLVES HAZARDOUS MANUAL HANDLING.

Work/Task	Repetitive or sustained application of force	Sustained awkward posture	Repetitive movement	Application of high force	Exposure to sustained vibration	Handling of live people or animals	Unstable or unbalanced loads or loads that are difficult to grasp or hold	For known risks are suitable control measures available now?	If yes, provide details
Unpacking Beds	x	x	x				x	YES	Refer to Hazardous Manual Handling Risk Assessment
Setting up Beds	x	x	x				x	YES	Refer to Hazardous Manual Handling Risk Assessment
Packing up Beds	x	x	x				x	YES	Refer to Hazardous Manual Handling Risk Assessment
Nappy changes		x	x			x	x	YES	Refer to Hazardous Manual Handling Risk Assessment
Mealtime – assisting with feeding		x	x			x	x	YES	Refer to Hazardous Manual Handling Risk Assessment
Bottle feeding		x	x			x	x	YES	Refer to Hazardous Manual Handling Risk Assessment
Packing-up toys	x	x	x				x	YES	Refer to Hazardous Manual Handling Risk Assessment
Set up + Pack-up outside	x	x	x	x			x	YES	Refer to Hazardous Manual Handling Risk Assessment
Group time	x	x	x					YES	Refer to Hazardous Manual Handling Risk Assessment
Unpacking and Re-packing chairs	x		x	x			x	YES	Refer to Hazardous Manual Handling Risk Assessment

PHYSICAL DEMAND MATRIX

POSITION ASSESSED: Early Childhood Educator, Senior Educator (0-5 years)

KEY: R: Rarely **O:** Occasionally 1-33% or <2.5hrs/shift **F:** Frequently 33-66% or >2.5-5 hrs/shift **C:** Constant 67-100% or >5-8 hours of shift **OH:** Occasional High Frequency (Posture/Movement repeated/held for 3 + minutes at a time)

SUSTAINED POSTURES AND MOBILITY REQUIREMENTS

Posture Required	R	O	F	C	OH	Typical Maximal Holding Time	Typical Holding Time
Standing				√		2.5-5 hours	1-2 hours
Sitting			√			1-2 hours	10-30 minutes
Walking				√		2.5-5 hours	1-2 hours
Unilateral kneel (one knee)			√			10-20 minutes	1-3 minutes
Bilateral kneel (two knees)			√			10-20 minutes	1-3 minutes
Reaching overhead		√				5 minutes	30-60 seconds
Reaching forward				√		5 minutes	30-60 seconds
Reaching shoulder height				√		5 minutes	30-60 seconds
Climbing stairs			√			10 seconds	5 seconds
Stooping, squatting, crouching or bending				√		10-20 minutes	1-3 minutes
Crawling		√				10-20 minutes	1-3 minutes
Twisting/Turning				√		10-20 minutes	1-3 minutes
Looking up/down				√		10-20 minutes	1-3 minutes
Balancing/Uneven ground				√		5 minutes	30-60 seconds
Lying down		√				5 minutes	30-60 seconds
Writing/typing			√			1-2 hours	10-30 minutes
Sweeping/Mopping			V			5 minutes	30-60 seconds
Brush and Pan			√			5 minutes	30-60 seconds
Computer based work			√			1-2 hours	10-30 minutes
Climbing Ladders		√				30 seconds	10 seconds
Confined Spaces		√				10-20 minutes	1-3 minutes
Pushing & Pulling			√			5-10 minutes	1-5 minutes

Force Exerted	Description
Sedentary	Exerting less than 4.5 kg of force occasionally, negligible force to push objects needed to push or pull objects.
Light	Exerting up to 9 kilograms occasionally and 4.5 kilograms frequently or negligible amounts of force constantly to push or pull objects.
Medium	Exerting up to 9-23 kilograms occasionally and or 4.5-11 kilograms frequently or 4.5kg force constantly to push or pull objects.
Heavy	Exerting up to 23-45 kilograms occasionally and or 11-23 kilograms frequently or 4.5kg force constantly to push or pull objects.
Very Heavy	Exerting up to >45 kilograms occasionally and or >23 kilograms frequently or 9kg force constantly to push or pull objects.

MANUAL HANDLING DEMANDS

Physical Demands	Metrics (Tasks)	R	O	F	C	OH	Typical Distance (m)	Maximal Weight /Load (kg)	Typical Weight / Load (kg)	Typical Reps per hour
Lift floor to waist:	Frequently required to lift children's beds (less than 5kg), furniture, equipment or infants aged 0 to 2 years (weighing approximately 15 to 20kg).			√			5-10m	15kg	10-20kg	
Lift below the knee to waist:	Frequently required to lift children's beds (less than 5kg), furniture, equipment or infants aged 0 to 2 years (weighing approximately 15 to 20kg).			√			5-10m	15kg	10-20kg	
Lift waist to shoulder (1600mm)	Frequently required to lift equipment.			√			5-10m	5kg	1-3kg	
Lift waist to overhead:	Frequently required to lift equipment back into the storeroom.			√			Less than 1m	5kg	1-3kg	
Carry bilateral/Transfer task (two arms):	Repetitive whilst assisting children with activities, feeding, play, nappy changing, placing children to bed and cleaning.				√		5-10m	5kg	1-3kg	
Unilateral Carry (one arm):	Repetitive whilst assisting children with activities, feeding, play, nappy changing, placing children to bed and cleaning.				√		5-10m	5kg	1-3kg	
Push load:	Pushing and pulling involved in intermittently pushing and pulling trolleys, furniture, children on chairs and storeroom containers at shoulder height.		√					40kg	20-40kg	
Pull load:	Pushing and pulling involved in intermittently pushing and pulling trolleys, furniture, children on chairs and storeroom containers at shoulder height.		√					40kg	20-40kg	
Pinching:	Constant repetitive fine and gross motor skills used. Fine: Grasping pens, typing, playing with small objects and utilising cutlery to assist children in feeding. Gross: Holding phone, carrying children, push/pull suitcase.		√					Medium	Medium	
Grasping/Manipulating/ Cutting:	Constant repetitive fine and gross motor skills used. Fine: Grasping pens, typing, playing with small objects and utilising cutlery to assist children in feeding. Gross: Holding phone, carrying children, push/pull suitcase.				√			Medium	Medium	

PSYCHOSOCIAL MATRIX

KEY: R: Rarely <1% **O:** Occasionally (1-33% or <2.5hour per shift) **F:** Frequently (33-66% or >2.5-5 hours per shift) **C:** Constant (67-100% or >5-8 hours per shift) **OH:** Occasionally high frequency (repeated for 3+ minutes at a time

	Attribute	Explanation	Frequency Experienced during typical day	General examples Please provide 2-3 examples to provide context
PERSONAL	**Decision making/ reasoning**	Making good and timely decisions that keep the department moving forward - Makes sound decisions, even in the absence of complete information - Relies on a mixture of analysis, experience, and judgement when making decisions - Considers relevant factors and uses appropriate decision-making criteria and principles - Recognises when and reasonable solution will suffice in a timely matter	Constant	• Respond to staff, and family queries/concerns • Prioritising tasks and activities based on the job demands and nature of event(s) • Analysing the steps required to resolve family and organisational requests • Respond to family and child concerns • Always ensure child safety
	Rule following	Follows policies and procedures in place to ensure business operations are consistent	Constant	• Providing the first point of call resolution for family and children concerns/care • Appropriately escalate and transfer matters as required • Following safety and service procedures and standards • Awareness of and following operational requirements • Modelling behaviours that reflect the organisational and industry standards and expectations • Recall feedback and information provided by families
	Literacy skills	An ability to understand written information, to evaluate arguments about this information and formulate necessary written or verbal response.	Constant	• Read and understand written information in English • Preparing communication with an understanding of political and social nuance. • Comprehension and understanding of different communication styles (formal, informal, English second language) • Identify individual communication needs and adapt style to provide accurate and timely information and direction • Writing policies, procedures, and guidelines for staff • Writing reports for internal and external stakeholders
	Numeracy skills	The ability to understand numerical information as well as the ability to make logical conclusions	Frequently	• Determining volume, weight, and weight limits • Counting items and people • Referencing and calculating time and dates • Basic calculations
	Technical literacy	Anticipating and adopting innovations in department-building digital and technology applications - Anticipates the impact of emerging technologies and makes adjustments - Readily learns and adopts new technologies	Frequently	• Readily learns and adopts new technologies, software, systems, and operating procedures • Access and reference knowledge database, internal and external websites • Interact with organisational systems for the management of team members • Work with different types of mobile devices, operating systems, and apps • Proactive management of email inboxes • Confidence to approach and embrace different types of technology • Share technical skills and abilities with team members and other stakeholders
	Coping with pressure and setbacks	Works productively in a high-pressure environment - Responds reasonably to difficulty situations - Balances the demands of work life and personal life - Handles criticism well and learns from it	Frequently	• Responds reasonably to difficult situations (challenging stakeholders) • Adapt to changing priorities, varying levels of workload, and time-critical and sensitive responses to staff and leaders • Triaging feedback and escalating where necessary • Delivering on work expectations and timelines in an ever-changing environment • Forward planning and applying workflow to manage service delivery

PERSONAL	**Manages complexity**	Making sense of complex, varied quantity, and sometimes contradictory information to effectively solve problems - Asks questions to accurately analyse situations - Acquires data from multiple and diverse sources when solving problems - Uncovers root causes to problems - Evaluates pros and cons, risks, and benefits of different solution	Constant	• Understanding and managing competing priorities and expectations • Balancing staff, and family expectations with team capacity • Asks questions to accurately analyse and respond to needs • Demonstrating neutrality and balance in complex situations • Liaise with external service providers to support children and families on complex matters
	Manages Ambiguity	Operating effectively, even when things are not certain or the way forward is not clear - Deals comfortably with the uncertainty of change - Effectively handles risk - Can decide and act without the total picture - Is calm and productive, even when things are up in the air - Deals constructively with problems that do not have clear solutions or outcomes	Constant	• Recognising, accepting, and adapting to the ever-changing needs and services • Proactively seeks clarity and understanding from all levels of the organisation • Constructively resolves unclear family, staff, and management issues in a timely manner
	Ability to work in isolation	Comfortable working in isolation for prolonged periods of time without the company of others - Persists in accomplishing objectives despite obstacles and setbacks - Self-led to achieve results	Occassionally	• Ability to stay self-motivated and work without direct supervision • Ability to manage own workload and activities whilst working flexibly (in office or remotely) • Autonomously researches and identifies activities and tasks
	Emotional Stability	Stay composed and forward thinking when faced with challenging situations	Occassionally	• Acts as the point of escalation / escalates to the leader to resolve internal and external issues (in-person, via phone, via email) • Required to process highly sensitive and potentially triggering information • Engaging and negotiating with stakeholders in challenging circumstances to influence an outcome • Make decisions within set parameters in the best interests of the organisation. • Demonstrating neutrality and balance in complex situations • Support individuals experiencing challenging personal and work circumstances • Managing and resolving confronting negative and sensitive workplace issues.
	Concentration	Has the ability to maintain a broad, receptive attention to a variety of demands.	Constant	• Active listening/engaging with staff, families, and children • Analyse data and information • Applying legislation, policies, and procedures • Detailed preparation of information and advice to staff and leaders • Multi-tasking and re-prioritizing in an ever-changing work environment • Manage workload based on interruptions and priorities • Managing various communication platforms and in-person interactions
	Persistence	The ability to accept obstacles, discouragement, distraction, or stressful situations - Stay committed when faced with adversity - Persevere in pursuit of short and/or long-term goals	Frequently	• The ability to work through unforeseen obstacles, discouragement, distraction, or stressful situations • Engaging with unpredictable individuals, groups, or information. • Engaging individuals and groups with different circumstances and personalities
	Nimble Learning	Actively learning through experimentation and when tackling new problems by using both successes and failures. - Learns when facing new situations - Experiments to find new solutions - Takes on the challenge of unfamiliar tasks - Extracts lessons learnt from failures ad mistakes	Constant	• Ability to critically reflect and learn from past experiences, failures, and mistakes, and adopt new strategies • Learning to cater for evolving stakeholder needs • Adapting to new organisational policies, procedures, strategies, and standards • Engaging with industry to identify emerging trends to evolve ways of working • Facilitate support and mentoring programs and strategies.

PERSONAL	**Ability to follow and complete instructions given**	Appropriately follows instructions from others without unnecessarily challenging authority - Follows procedures and policies - Keeps to schedule - Arrives punctually for work and meetings - Complies with legal obligations and safety requirements of the role	Constant	• Complies with legal obligations and safety requirements of the role • Follows reasonable directions set by the organisation • Follows procedures and policies • Seeks clarity on and interprets unclear instructions
	Short term focus and/or attention to detail	The ability to document key pieces of information that are frequently relied upon to perform workplace tasks - The ability to transfer information from one source to another and apply it - The ability to focus on a priority task with distractions present - Able to quickly decipher the importance of number of tasks and prioritise accordingly	Constant	• Take personal responsibility to ensure quality and accurate advice and information provided. • Ability to understand the risks and implications of the advice provided and how it may be interpreted • Maintaining situational awareness of the organisation environment • Collating preparing and providing accurate advice and information in line with Council policies and legislation • Develop and implement programs
SOCIAL	**Autonomy**	The ability to follow your own approach and while making informed, uncoerced decisions and remain motivated when working autonomously	Constant	• Ability to be self-reliant to interact with multiple sources of information, whilst actively listening to and engaging with stakeholders to determine the best advice • Manage own workload and make key decisions relevant to tasks • Ability to manage technological issues and troubleshoot escalate or resolve
	Ability to work with colleagues/ team	Building partnerships and working collaboratively with others to meet shared objectives - Works cooperatively with others across the organisation to achieve shared objectives - Represents own views while being respectful to others - Partners with others to get work done - Credits others for their contributions and accomplishments - Gains trust and support of others	Constant	• Ability to liaise, influence, and work flexibly with Team Members, Supervisors, and Managers, daily • Interact effectively with colleagues in face-to-face, phone, email, messaging • Ability to build trust with all levels of the organisation • Respectfully interact with individuals from minority identities and cultures (eg: different ages, cultures, abilities, CALD, First Nations and LBGTIQA+, people with accessible needs, and older adults) • Ability to receive and provide feedback to colleagues and team members • Participate in meetings, training and workshops
	Ability to work with consumers	Anticipating and balancing the needs of multiple customers/stakeholders/clients - Understands internal and external customers/ stakeholders/client requirements, expectations, and needs - Considers the interests of multiple customers/ stakeholders/clients - Considers cultural and ethical factors relevant to the situation - Acts reasonably despite conflicting demands of customers/stakeholders/clients	Frequently	• Liaise with families, carers and community • Work with internal and external stakeholders for centre events and excursions
	Productivity Demands	Understanding the effective and efficient processes to get things done, with a focus on continuous improvement - Identifies and follows the processes necessary to get work done - Organises and prioritises activities into efficient workflow - Seeks ways to improve processes	Constant	• Providing timely and responsive communication to team members and families. • Prioritising and organising a large variety of activities/tasks into an efficient workflow. • Focus on continuous improvement to meet the evolving needs of the service.
	Resilience/ Ability to manage stress	Rebounding from setbacks and adversity when facing difficult situations - Manages pressure - Handles and manages issues effectively - Remain productive despite adversity - Learns from workplace challenges	Constant	• Ability to manage complaints (staff & families) • Ability to work closely with other staff within a room • Ability to work within a large team • Ability to manage and action concerns that arise • Ability to understand and manage sensitive/challenging information, situations, and environments

SOCIAL	**Ability to manage conflict**	Handling conflict situations effectively - Works with all parties to reach an agreement and settles disputes equitably - Integrates diverse views and finds common ground and/or acceptable alternatives	Occasionally	• Ability to manage and action safety incidents and injuries that arise • Ability to work effectively with other staff • Ability to self-monitor and seek support to de-escalate conflict as required • Actively engage and take personal responsibility for managing conflict resolution • Ability to understand, manage, and maintain sensitive information and confidentiality
	Situational Adaptability	Adapting approach and demeanour in real time to match demands of different situations - Readily adapts personal and interpersonal behaviours - Understands that different situations may call for different approaches - Can act differently depending on the circumstances	Constant	• Readily adjust personal behaviour to different audiences, situations, and stakeholders • Maintaining constant awareness of organisational priorities • Ability to embrace additional and changing tasks and expectations at short notice • Ability to embrace an ever-changing service needs